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ABSTRACT

This document explains the West Virginia system of continuing education, describes the role of West Virginia in the Four State Project for staff development, and provides a list of resource documents available in the West Virginia Department of Education. In the first section an abstract of the program is presented along with a discussion of the chronological development of the program and its current status. In the second section, the contributions of West Virginia to the Four State Project are discussed and a description is given of the West Virginia Program as it fits into the project framework. Resources and the agencies responsible for them are listed in the third section. A design for program implementation is appended. (JD)

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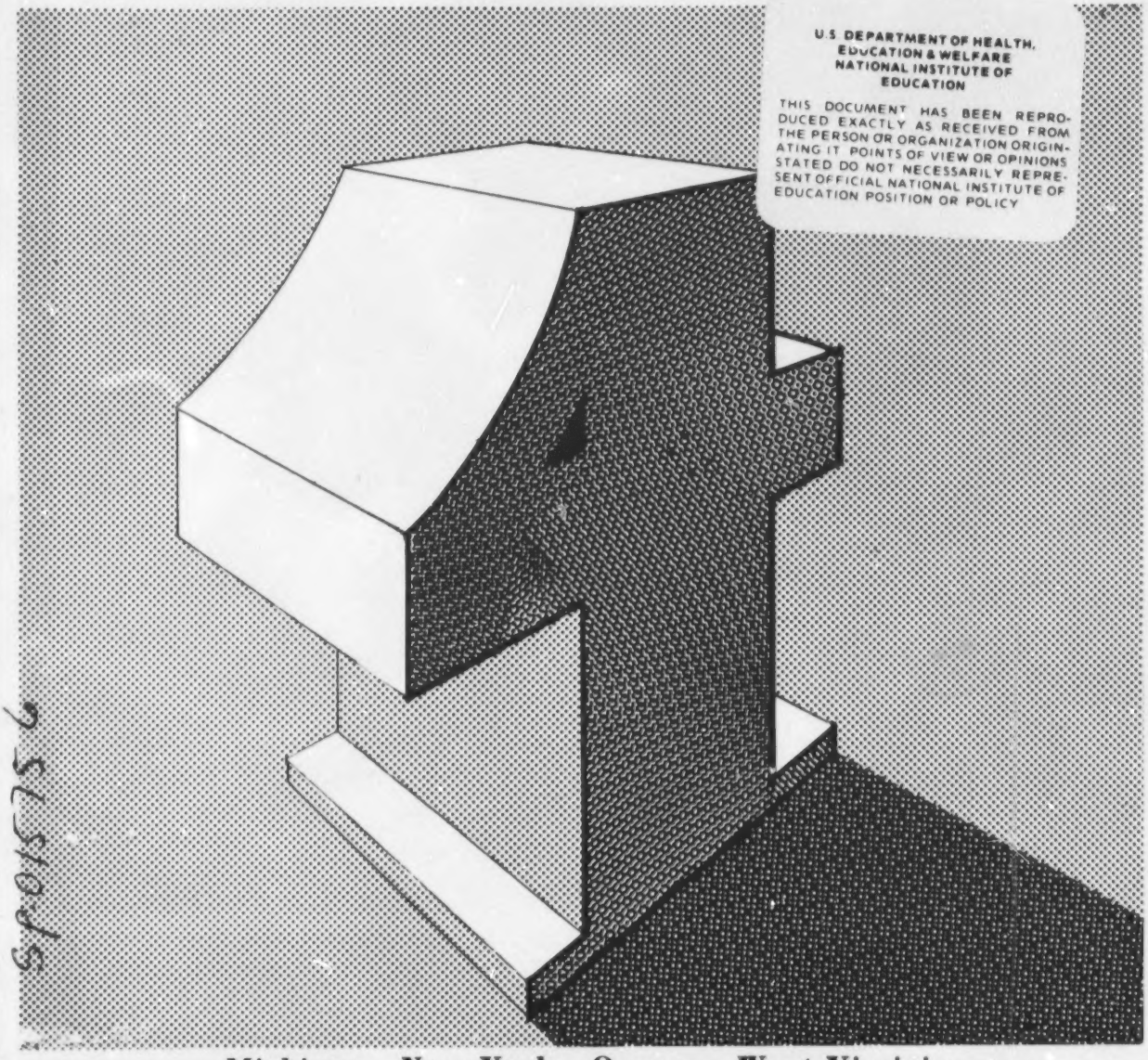
Staff Development of Educational Personnel

THE WEST VIRGINIA PLAN

A Systematic Program of Continuing Education

ED 183546

The Four State Project



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Staff Development of Educational Personnel
THE WEST VIRGINIA PLAN
A Systematic Program of Continuing Education

Developed as Part of
THE FOUR STATE PROJECT

August 1979

Prepared in accordance with Contract Number 300-78-0066 between the Department of Health, Education, and Welfare (through the Teacher Corps Program of the U.S. Office of Education) and the West Virginia Department of Education.

MAR 1 9 1980

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INTRODUCTION

The development of a statewide plan for continuing education in West Virginia began in 1975. In the four years since the work was undertaken, the state task force made its report; the State Board of Education adopted the systematic program; all 55 counties school systems have joined the program; the county continuing education councils have received training for implementing the plan; most counties have submitted three-year plans; and the plan is being initiated statewide as of August 1979.

The purposes of this document are (1) to explain the West Virginia system of continuing education, (2) to describe the role of West Virginia in the Four State Project, and (3) to provide a list of resource documents available in the West Virginia Department of Education.

THE WEST VIRGINIA SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR SCHOOL PERSONNEL

Abstract of Program

The West Virginia Department of Education believes that one of the best indicators of quality public school education is the effectiveness of the professional personnel staffing the schools. For that reason, in the Fall of 1975 a statewide task force was appointed by the state superintendent of schools to assess the structure and delivery process of continuing/inservice education and to recommend a program of continuing education which would better serve the needs of classroom pupils and staffs of West Virginia schools. The deliberations of the task force were

widely discussed across West Virginia and included contributions from a large number of people in the State. The resulting program, entitled A Systematic Program of Continuing Education for Public School Personnel in West Virginia, was adopted by the West Virginia Board of Education in January 1978 and is composed of two major parts:

Part I: A general implementation process involving tasks related to organization and administration, needs assessment and dissemination, program design and county plan, program implementation, monitoring, and evaluation.

Part II: A program component for using existing noninstructional days for continuing education activities based directly on the assessed needs of pupils, teachers, administrators, and support personnel.

A third part, individualized continuing education, is currently under development for consideration by the West Virginia Board of Education. Given State Board approval and certain new legislation, activities in this part of the statewide program would take place after school hours and could lead to certificate renewal and salary classification.

The statewide program describes the roles of the major participants in the continuing education process. Each local education agency will determine its needs, objectives, and evaluation procedures and will accomplish its objectives via a council, the majority of which is teachers. The role of all training organizations and agencies will be to develop activities and experiences designed to meet the specific needs and program objectives of public school personnel who are continuing their professional development. The West Virginia Department of Education will stimulate and assist local education agencies and trainers in accomplishing the continuous renewal of professional personnel.

During the first year of program implementation, which was an optional year, 37 county school systems received $2,000 each for submitting a commitment plan to the West Virginia Department of Education. The plans specified three or more noninstructional days to facilitate local implementation of the program. Additional funds were distributed to these counties based upon the number of certificated staff served by the county and the total number of noninstructional days committed over and above the required minimum of three days. The remaining 18 county school systems will enter the program for the 1979-80 school year. The West Virginia Department of Education has provided a two-part training program for all continuing education councils consisting of (1) a self-instructional package for becoming aware of the state plan and (2) a simulation of working through the needs assessment and program design processes related to the development of county continuing education plans.

The program is intended to provide a new and coordinated alternative for continuing education in West Virginia. The other current alternatives are conventional college-credit offerings and inservice programs. The new program is systematic since it is based on formal needs assessment data and program objectives keyed to local and state priorities. Thus, the program provides for the establishment of a statewide information base and program approval process related to individual and program competencies achieved by professional personnel. Under the provisions of the plan, programs in operation will facilitate meaningful assessment and evaluation at both the state and local levels.

A copy of the West Virginia program is contained in the Appendix. Please see it for a detailed explanation of the program.

Chronological Development of West Virginia's Program

1. The state superintendent of schools permitted a reorganization of the Bureau of Learning Systems to include the Division of Professional Development Systems which contains a continuing education section.

2. The assistant state superintendent of the Bureau of Learning Systems called for a position paper on continuing education to facilitate the development of functions for the new division section.

3. The coordinator for continuing education wrote a position paper which was reviewed by the state superintendent and his staff. The state superintendent showed interest in the concept of continuing education.

4. The assistant state superintendent asked the coordinator for continuing education to write preliminary role descriptions, definitions, and a calendar for developing a state continuing education plan for submission to the state superintendent.

5. The duties, responsibilities, and job descriptions for the continuing education section of the Division of Professional Development Systems were written.

6. It was agreed to form a task force composed of the major organizations and agencies involved in continuing education in West Virginia to assist in the development of the state plan.

7. Criteria for selecting task force members were developed.

8. The state superintendent assessed, modified, and approved the task force membership criteria.

9. The Division of Professional Development Systems identified individuals who satisfied criteria for task force membership. A list of candidates was prepared.

10. The state superintendent selected task force members from the list of qualified candidates.

11. Persons selected by the state superintendent were contacted by phone and advised of responsibilities and time involved to accomplish task force activities.

12. Principals and county superintendents of teachers selected for the task force were informed of the time and work necessary for membership and were asked if they would support the teachers' involvement on the task force.

13. The state superintendent compiled a revised membership list.

14. The Division of Professional Development Systems prepared letters of invitation for the state superintendent's signature.

15. Letters of invitation were mailed to task force candidates.

16. Written acceptances were received by the state superintendent.

17. Groups not originally considered expressed an interest and were added to the task force membership for a total of 37 persons.

18. Criteria for the chairperson were established.

19. The state superintendent selected task force co-chairpersons, one from the task force membership and one from the state education agency.

20. Resources and references relative to continuing/inservice education were collected and sent to the task force as part of the initial educational phase.

21. A central planning team evolved composed of the co-chairpersons and the director of the Division of Professional Development Systems. The planning team established operating procedures for the task force and the use of state education resources.

22. The central planning team identified the major phases of the continuing education state plan development process: educational, assessment, program design, and program implementation.

23. The central planning team established the agenda for the first task force meeting.

24. Plans were made to involve all task force members in the initial meeting on December 15-17, 1975.

25. The educational phase was initiated.

a. The state superintendent delivered the charge to the task force.

b. Presentations were made by educational personnel from Georgia, Utah, and Pennsylvania regarding continuing education in their states.

c. Major in-state constituent groups presented oral and written testimonies.

d. Each task force member had an opportunity to give testimony.

e. The task force was organized into job-alike groups to define continuing education and assess existing continuing education programmatic alternatives in West Virginia.

f. A timeline was established for completing the task force activities.

g. A report on pupil achievement in West Virginia was given by state education agency staff.

h. The findings of related task forces were reviewed.

26. A steering committee of task force members was established to accomplish the major tasks for presentation to the 37 member task force.

27. The assessment phase occurred almost simultaneously with the educational phase.

a. The basic assumptions underlying the development of the state plan were identified and agreed to by the task force membership.

b. Target groups for assessment were identified and survey instruments were developed.

c. A statewide assessment of teachers' perceived needs related to their training in certain teaching skills, the degree to which such training was available, and the sources of the training was conducted.

d. A survey of county administrators to determine the status of inservice education in each county was conducted.

e. Agencies in West Virginia involved in programs of continuing education were surveyed to determine the type of programs offered, the identification of client groups served, and the number of programs and participants.

f. A formal study was made of transcripts of testimony presented to the task force to determine common concerns among the various individuals and agencies represented in the hearings.

g. The issuance, conversion, renewal, and permanence of the Professional Certificate in the current plan for licensure in West Virginia were analyzed.

h. A survey and comparison of other states' continuing education programs were completed.

i. Pupil achievement trends in West Virginia were analyzed.

j. Related findings from the reading achievement task force report were reviewed.

k. Findings were determined by the task force for each of the sources of information.

l. Using the basic assumptions about continuing education as standards, a list of needs was developed from the findings.

m. These needs were synthesized and ranked in order of priority.

n. From this final list of prioritized needs, the task force developed the objectives for program design and implementation of a systematic program of continuing education for school personnel in West Virginia.

28. The program design phase was completed.

a. Program objectives were identified from the prioritized needs.

b. Program objectives were clustered into major components.

c. The major components were sequenced to build a programmatic model.

d. The major issues which needed to be resolved by the task force were listed under the appropriate programmatic components of the model.

e. The task force resolved the issues.

29. The steering committee wrote a rough draft of a plan for task force approval and the state superintendent's information and reaction.

30. The initial draft of a plan was presented to county superintendents at the annual state superintendent's conference.

31. The professional was given an opportunity to critique the draft plan.

32. The draft plan was rewritten to accommodate new recommendations.

33. The steering committee presented a new draft to the task force.

34. The task force gave final approval to the draft.

35. Audiovisual materials were developed for a presentation of the recommended task force plan to the state superintendent.

37. Task force members who were to present the plan to the state superintendent held briefings to organize their presentation roles and responsibilities.

38. The plan was presented to the state superintendent on May 27, 1977. He thanked the task force and asked the members to remain available for additional tasks.

39. A design for implementing the plan was prepared by the Department of Education staff using the task force report as a data base.

40. While the design for implementation was being written, the task force report was presented within the Department of Education, throughout West Virginia, to the West Virginia Advisory Council on Professional Development of Educational Personnel, and to county superintendents, colleges and universities, and professional organizations for reactions and recommendations.

41. The design for implementation was presented to the West Virginia Board of Education for consideration. The design included parts relating to:

a. A general implementation process (Part I).

b. A component for inservice activities conducted during noninstructional days (Part II).

c. A component for individualized continuing education related to certification and salary classifications (Part III).

42. On January 13, 1978, the West Virginia Board of Education approved Parts I & II and authorized the development of recommendations for Part III. Thus, the State Board:

a. Adopted A Systematic Program of Continuing Education for Public School Personnel in West Virginia as a new alternative within the existing professional development network for the job-related training of teachers, administrators, and support personnel.

b. Authorized the West Virginia Department of Education to begin immediate, cooperative planning with the county school systems to develop commitment plans to this program. The program was optional for counties for the school year 1978-79, however, it was required for all counties for the school year 1979-80.

c. Authorized the West Virginia Department of Education to implement Part I: General Implementation Process of the program with those counties electing to develop commitment plans for the school year 1978-79. All

counties are required to implement Part I for the school year 1979-80.

d. Directed that county continuing education programs during three or more noninstructional days within the school calendar be based upon Part III: Program Design for County Noninstructional Days of the program. Implementation of Part II is optional to counties for the school year 1978-79 and required for the school year 1979-80. Results of the implementation of Parts I & II during the 1978-79 school year will be presented to the West Virginia Board of Education for review.

e. Authorized the West Virginia Department of Education to initiate statewide planning teams to develop a program component for a continuing education alternate to undergraduate and graduate credit, conducted beyond the school hours of the 200 day professional contract, for county professional personnel to improve on-the-job performance and to achieve certificate renewal and advanced salary classification.

43. The statewide implementation of the program included:

a. Part I: A general implementation process involving tasks relating to organization and administration, needs assessment and dissemination, program design and county plan, program implementation, monitoring, and evaluation.

b. Part II: A program component for three or more noninstructional days of continuing education activities

based directly on the assesses needs of pupils, teachers, administrators, and support personnel as outlined in Part I.

44. Thirty-seven counties organized continuing education councils and submitted commitment plans for the 1978-79 school year. The Department of Education awarded grants to counties for general council operation, training programs, and needs assessment.

45. The Department of Education developed training materials for county continuing education councils.

46. Criteria for program development and approval were established and distributed to the counties.

47. Council members from 37 of the state's 55 counties participated in a two-phase training program:

a. The Knowledge Base: A Self Instructional Learning Package

b. The Performance Base: A Simulation Training Program for County Councils

The remaining 18 counties were trained prior to initiating programs for the 1978-79 school year.

48. A statewide, 10 member, planning team called the Part III Committee was established by the state superintendent to prepare recommended changes in legislation and guidelines for implementing a component for individualized continuing education related to certification and salary classification.

49. The remaining 18 counties entered the program by organizing councils and submitting commitment plans.

50. Thirty-seven currently participating counties prepared and submitted three-year county continuing education plans on or before April 30, 1979. The remaining 18 counties submitted plans in early Summer, 1979.

51. The Department of Education began to develop a system for evaluating the county programs and the statewide program.

Current Status of West Virginia Program

The chronology is updated to September 1, 1979, via the following events:

- The county continuing education councils in 54 of the 55 counties have been trained using The Knowledge Base and The Performance Base. The effects of the training are being evaluated and will be communicated to the county councils.
- Thirty-seven counties have had their three-year plans for continuing education approved by the State Board of Education. Activities will be offered in late August 1979 in most counties. The other counties are receiving assistance from the state department of education in getting their plans ready for State Board action.
- Activities related to Part III are underway. A proposal is being drafted for the joint consideration of the Board of Regents and the Board of Education.
- Plans for evaluating the statewide program continue. The use of the Concerns Based Adoption Model (CBAM) is being considered.
- A statewide needs assessment is to be conducted by the state department of education. Needs identified by the survey will

be summarized and distributed to each county continuing education council.

WEST VIRGINIA'S ROLE IN FOUR STATE PROJECT

Intended Contributions to Four State Project

Through its participation in the Four State Project, the West Virginia Department of Education intended to make the following contributions:

(1) assist in the conceptualization and drafting of a model for statewide planning for staff development;

(2) share information on the processes of implementing the West Virginia program;

(3) devise a scheme for evaluating its statewide program; and

(4) develop a model for using activities, offered through the continuing education program, for certificate renewal and salary classification.

All contributions will be discussed in the section of this report titled, Actual Contributions.

Actual Contributions to Four State Project

- As the contracting state, West Virginia managed the financial aspects of the project.
- The West Virginia Department of Education shared its experiences and publications related to the design, development, and implementation of its state program.

- The West Virginia Department of Education made significant contributions to the development of A Framework For Planning Statewide Staff Development to Enhance Student Learning.
- The West Virginia Department of Education realized its state goals for the project.
  - a proposal for individualized continuing education has been conceptualized and discussed with state level planning groups and advisory councils.
  - a scheme (CBAM) for evaluating the West Virginia program has been explored with an evaluation and assessment expert from University of Texas at Austin.

West Virginia Program Compared to Project Proposal Specifications

Listed below are the specifications for the statewide plans to be developed as part of the Four State Project. The West Virginia plan meets the criteria. See The Design for Implementation in the Appendix for specific information.

a. Utilization of classroom student achievement data as a basis for developing staff development programs.

b. Training of teachers and other educational personnel in curriculum and instructional methods needed to meet the needs of all classroom students.

c. Training of administrators, supervisors, and support personnel to attain program goals.

d. Availability at the local level of alternative and optional staff development training.

e. Availability of statewide and local planning information on a

cyclical basis to justify policy direction, program changes, and fiscal management.

f. Greater awareness by institutions of higher education of the needs and operating procedures of the public schools with which they cooperate.

g. Increased alternatives for educational personnel to satsify staff development training needs related to certification requirements and salary incentives.

h. Efficient allocation of state education agency resources to meet programmatic needs.

i. Ongoing processes by state education agencies for monitoring programmatic and administrative responsibility related to funding.

j. Increased participation of educational personnel in the decision-making process for staff development.

k. Evaluation of current needs based on educational goals established at the local and state levels.

West Virginia Program and the Four State Project Framework

The framework for statewide planning for staff development conceived by the steering committee specifies five phases and seven generic components. The purpose of the following is to compare the West Virginia program to the framework developed by the steering committee.

The West Virginia program is in the implementation phase. Orientation to the program and training in its operation have occurred. The program is currently being put into operation.

In terms of the generic components, the West Virginia program is described as follows:

Governance. Each of the 55 counties has a continuing education council composed of 13 members - 5 administrators, 7 teachers, 1 college/university representative. Each council recommends to the county school system superintendent the continuing education activities to be offered during the three noninstructional days mandated in the program.

Needs assessment. The objectives for each continuing education activity offered by a county council are to be derived from a needs assessment conducted at least every three years. The needs assessment prescribed by the program is the discrepancy model.

Outcomes. The objectives of the statewide program are stated in the Design for Implementation. Individual continuing education activities are to be based on objectives devised from the county needs assessments. Specificity of outcomes is stressed for individual activities and county programs.

Program delivery. The trainers for continuing education activities are to be identified via requests for proposals from the county councils. Training proposals must meet rigorous guidelines, and councils are to acquire the services of trainers who design specific training programs to meet assessed needs.

Rewards/incentives. Since the West Virginia program is a mandate from the State Board, there are no financial rewards built into it for individuals. However, it resulted from the efforts of a large segment of public school personnel who implied that, as professionals, they need and want the program.

Evaluation. The Design for Implementation specifies that evaluation is to occur at the county and state level. The criteria for evaluation at the state level are the prespecified program outcomes. Both the process and product of a county's plan are to be evaluated.

Funding. The State Board of Education has provided funding for initial start-up costs by county councils and for specific training in special education. The individual counties are assuming other costs.

WEST VIRGINIA DEPARTMENT OF EDUCATION RESOURCE DOCUMENTS FOR CONTINUING EDUCATION

Continuing education needs assessment. June 1976.

A systematic program of continuing education for West Virginia: Final report of the continuing education task force. May 1977.

A systematic program of continuing education for public school personnel in West Virginia: Design for implementation. January 1978.

A systematic program of continuing education for public school personnel in West Virginia: Commitment plan guidelines. January 1978.

A systematic program of continuing education for public school personnel in West Virginia: Guidelines for conducting local needs assessment. May 1978.

A systematic program of continuing education for public schcol personnel in West Virginia: The Knowledge base: A self-instructional learning package. May 1978.

A systematic program of continuing education for public school personnel in West Virginia: The performance base: A simulation training program for county councils. September 1978.

A systematic program of continuing education for public school personnel in West Virginia: Guidelines for the preparation of the three-year county continuing education plan. March 1979.

For copies of any of these documents please contact:

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APPENDIX: DESIGN FOR IMPLEMENTATION

A Systematic Program of Continuing Education for Public School Personnel in West Virginia

DESIGN FOR IMPLEMENTATION

January 1978
Reprint April 1978
Reprint January 1979

WEST VIRGINIA DEPARTMENT OF EDUCATION
Roy Truby
State Superintendent of Schools

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AUTHORITY

The authority of the West Virginia Board of Education for the continuing education of public school personnel as defined in this document is found in Chapter 18A, Article 2, Section 1, of the School Laws of West Virginia. This section states, "All personnel ...shall meet the certification, licensing, training, and other eligibility classifications as may be required by provisions of this chapter and by state board regulations."

1. Submission to West Virginia Board of Education . . November 4, 1977
2. Promulgation Date . . . . . January 13, 1978
3. Filed with Secretary of State's Office . . . . . January 25, 1978
4. Effective Date . . . . . March 26, 1978
5. Rule - Section 5500 of Policies, Rules and Regulations of the West Virginia Board of Education

INTRODUCTION

Attempts to improve learning in the public school systems of West Virginia must focus on three areas: improvements in the curriculum, improvements in the support services available, and improvements in the quality of instruction in classrooms. The focus of the program described within this document is on the latter: improvements in instruction of public school professional personnel already staffing the classrooms of this State. The primary aim is to provide individualized and job related continuing and inservice education as a part of the existing comprehensive network for professional development in West Virginia.

One might ask why particular attention should be given at this time to improving classroom instruction. Because that function of teachers shows the potential for making immediate improvements in learning of boys and girls and because it is the classroom teacher that must implement new programs and new mandates. New programs for the middle school, in reading, consumer education, and the competency-based curriculum project in vocational and technical schools require a systematic training of personnel. Success in fully realizing the potential of the state-county testing program requires extensive training of teachers and supporting personnel. The continuing education program as outlined should serve all these needs.

Additionally, I believe that the program will support the West Virginia Department of Education in more efficiently serving the evaluation and research needs at the county and state levels, tying the research component directly to the ongoing instructional programs

within the schools. For too long the West Virginia Department of Education has lacked a sufficient data base in the whole area of professional development. It is important to note that the program will bring more congruence between the needs of public school personnel and the training programs offered at the county and state levels.

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BACKGROUND

During the past several months newspapers, news journals, and education research papers have reported an impatience on the part of the American public with the quality of the product of the system for public education. In responding to this impatience, school boards are looking carefully at those factors which are directly related to the quality of instruction in classrooms. Legislators have responded by imposing minimal competencies for promotion and graduation. It is quite clear that the public is requesting an improved quality in the educational product.

In this State, the citizens have been instrumental in identifying 17 Educational Goals for West Virginia. As the further definition of those goals into learner outcomes for boys and girls is accomplished, there is a need to keep teachers and other public school personnel in our schools knowledgeable about the intent of those goals. The process for renewing the schools' instructional, administrative, and support personnel during the past decade generally has not kept abreast with improvements in educational technology, instructional materials, and physical facilities. Although a variety of institutions and agencies have attempted to provide specific training and continuing education options within the counties, their efforts have been fragmented and lacked coordination at both the local and state levels.

At this time our schools are staffed with older teachers whose mobility has lessened due to a decrease in birth rate and the lack of new jobs within the State and across the nation. It is time to recognize

that, regardless of how well teachers are trained initially in institutions of higher education, job related training must be provided to schools' staffs to maintain their effectiveness throughout their career until they retire.

It is important to note that as West Virginia has attempted to correct identified deficiencies in such instructional programs as reading, other basic communication skills, multicultural education, and special education that, in each instance, the quality of learning rests with the quality of the teachers' instructional influence on pupils in the classroom. Therefore, it appears that the shortest route to improve the formal learning experiences of every boy and girl in West Virginia is through a well coordinated and job related program of continuing education for all public school professional personnel in West Virginia.

The West Virginia Department of Education felt that it alone could not identify and correct these problems. It was recognized that a great many organizations and institutions at several levels participated in the renewal function for public school professional personnel in West Virginia. For that reason, in the fall of 1975, a statewide task force was appointed whose members were representative of all major educational agencies as well as the public at large. Their role was to assess the present continuing education efforts and to recommend a program which would be job related and individualized. That Task Force's recommendations and data base provide the support for this document.

At the first meeting of the Continuing Education Task Force on December 15, 1975, the state superintendent of schools based the charge

to the Task Force on the 17 Educational Goals for West Virginia which the West Virginia Board of Education adopted in February 1975. Dr. Taylor stated, "...The major concern of the State Board of Education and the Department of Education in articulating 17 goals was quite simple - the purpose was to improve learning in West Virginia. It obviously follows that one of the best ways to improve learning is to improve teaching. Learning and teaching go hand in hand."

Subsequently, the Task Force organized its operating procedures into phases in which they learned about continuing education programs throughout the State and nation, assessed the status of continuing education in the State, used assessment data to design their recommendations, and prepared a series of objectives for implementing those recommendations. All major educational organizations and agencies in the State had an opportunity for participation in the lengthy and meaningful studies which produced the entire program design.

Early in the process five assumptions were stated and agreed to by the Task Force, assumptions which subsequently guided the group's deliberations throughout:

1. Schools exist to facilitate learning by pupils.
2. Continuing professional growth of educational personnel is essential for improving the learning of pupils.
3. The personal and professional growth of educational personnel should be a continuing, developmental process called continuing education.
4. Continuing education should be based on the needs of pupils and educational personnel.
5. All educational personnel should have equitable access to continuing education.

After the assessment data were collected, findings were determined by the Task Force for each of the sources of information. Using the basic assumptions about continuing education as standards, a list of needs was developed from the findings. These needs were synthesized and ranked in order of priority by the Task Force. From this final list of prioritized needs the Task Force developed the objectives for the program design and implementation of a systematic program of continuing education for West Virginia.

RATIONALE

When the West Virginia Continuing Education Task Force began its investigation, including testimonies from educators from varied organizations and agencies, formal assessments of teachers and administrators, informal state of the art surveys of major organizations and institutions' involvement in the process, it became apparent to its members that continuing education opportunities over the State lacked effectiveness in renewing the staffs of the elementary and secondary schools.

Among the roadblocks to effective continuing education the Task Force identified the following:

1. Dissatisfaction of many teachers with current offerings in counties' "inservice" programs.
2. A shortage of funds in most counties to organize and maintain quality job related training for all professional personnel.
3. An absence of a formal needs assessment process in most counties.
4. A lack of program coordination at the county and state levels.
5. A lack of alternative routes to certificate renewal and salary classification.

6. Dissatisfaction with courses taught for credit by institutions of higher education.

7. Geographic isolation of many counties from credit-granting institutions of higher education.

Especially perplexing was the finding by the Task Force that cooperation in planning and conducting education activities among agencies and organizations is generally lacking in many counties in West Virginia. Although West Virginia has experienced a decade of cooperation at various levels of involvement among agencies and organizations in teacher preparation, there generally is a lack of cooperative arrangements in providing continuing education activities within counties. Cooperative arrangements which do exist are not enjoyed equally within all counties. It appears logical to assume that all agencies and organizations should be involved actively in the delivery of continuing education programs within the counties of West Virginia.

These identified problems are coupled with several current general factors which further mitigate against effective public school personnel renewal.

Several years ago the U. S. Office of Education recognized a change in the nature of the schools' personnel when former Commissioner Terrell Bell forecasted that America's classrooms, for the next decade or two, would be manned in the main by the same teachers that are in those classrooms today. Consequently, continuing education programs must address themselves to the task of serving an older clientele. Additionally, the lack of new jobs across the nation will restrict recently prepared teachers who are equipped with contemporary teaching skills, attitudes, and fresh ideas from performing in today's classrooms.

A Task Force survey of expenditures by county for continuing education revealed that typically only a small percentage of the county's operating budget is used for continuing education activities. As inflation continues fewer dollars will be available for continuing education. It appears, also, that county administrators either are not aware of resources outside their own offices or are unable to pay for them as reflected by the fact that many counties reported that they used no outside resources in planning for or in implementing continuing education programs.

While the conditions described above have hampered continuing education there are also factors which encourage the creation of a statewide system of continuing education in West Virginia.

Many teachers are aware that the great advances in educational technologies have left them out of touch with basic and contemporary instructional techniques which have been related in research studies to pupils' learning.

Extensive surveys by the Task Force among teachers revealed that specific training needs can be assessed at the local and state levels, that teachers' perceptions of need are high in the 16 basic teaching skill areas surveyed, that teachers generally feel that training within skill areas is not as available as it should be, and that teachers' perceived needs for training are congruent with priority instructional needs for boys and girls as identified in the Educational Goals for West Virginia.

When combined with perceived unavailability of training opportunities, responses from a representative statewide sample of approximately 5,000

teachers viewed as highest needs the areas of identifying and working with exceptional students, teaching students to read, and providing multicultural activities in the classroom.

The Task Force also identified the teachers who had the greatest need for training. It was found that the new teacher (0-5 years of experience) and most experienced teachers (over 20 years of experience) perceived the highest need for training in relation to those teachers with 6-20 years of experience. It should be pointed out, however, that all of these teaching experience ranges showed high perceived needs for training in basic teaching skill areas.

Thus, the Task Force concluded that a definite need exists for a continuing, developmental, and comprehensive program of training which is founded upon the learning needs of classroom pupils and the job related skills needed by public school professional personnel to help pupils achieve the essential skills, knowledge, and attitudes to function in our society.

Another factor encouraging the development of continuing education programs is the recognition that the local school and the community are significant places for renewing teachers. Utilizing local resources provides an alternative for those public school professional personnel who in the past have not desired to return to one of the three graduate institutions of higher education available within the State.

It is evident that teachers want a major responsibility in determining the kinds of training they receive. In addition, they are demanding quality job related training. There is a rising demand that effective training meet expressed needs of pupils and teachers. Further,

teachers not only want a clear say in what training they are offered but also about the model which accomplishes the training.

A well organized continuing education program can also serve the needs of educational leaders at the state, county, and building levels.

Administrators of county systems are confronted daily with county, state and federal mandates, and rulings which establish programmatic emphases that must be implemented at the local level. Demonstrated deficiencies in pupil achievement, textbook adoption cycles, new instructional or organizational directions at state and local levels, new regulations in special education which require a comprehensive system of professional development of all educational personnel working with exceptional children, and increased public demands for input can be addressed effectively through a systematic program of continuing education.

The trends and new emphases described above provided the Task Force with a sound basis from which to recommend a more systematic program of continuing education for West Virginia. The Task Force concluded that there now exists within West Virginia the potential to implement an effective statewide continuing education program if appropriate leadership, coordination, and resources are provided. The Task Force recommendations suggest organizational structures at the local and state levels which promote accountability for achieving both program and learning goals. The model encourages new and, in some cases, collaborative approaches for utilizing training personnel to facilitate the growth of classroom pupils. Regardless of the delivery approach, the effectiveness of the continuing education program in the Task Force

model is measured by whether or not public school professional personnel utilize their training on the job and whether or not pupils improve their learning skills.

INTRODUCTION TO A SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL IN WEST VIRGINIA

This statewide program for continuing education in West Virginia has been derived from needs assessment data which include the Continuing Education Task Force recommended program, reactions to the Task Force program by the profession at-large, and input by staff in the West Virginia Department of Education. The program is designed specifically to meet the identified needs of pupils and professional personnel who function in the public schools of West Virginia. The program includes a programmatic model which is comprised of a general implementation process for the state and local levels, a program design for county noninstructional days, and a program design for individualized continuing education. Figure 1 illustrates the basic elements of the programmatic model within the continuing education program.

Role of Local Education Agency

The implementation of this continuing education program at the county level will accentuate and bring to the surface the role of the local education agency as the primary determiner of needs, objectives, and evaluation procedures necessary for effective continuing education programs. Through this program public school professional personnel may request assistance from a variety of training organizations and agencies in responding to

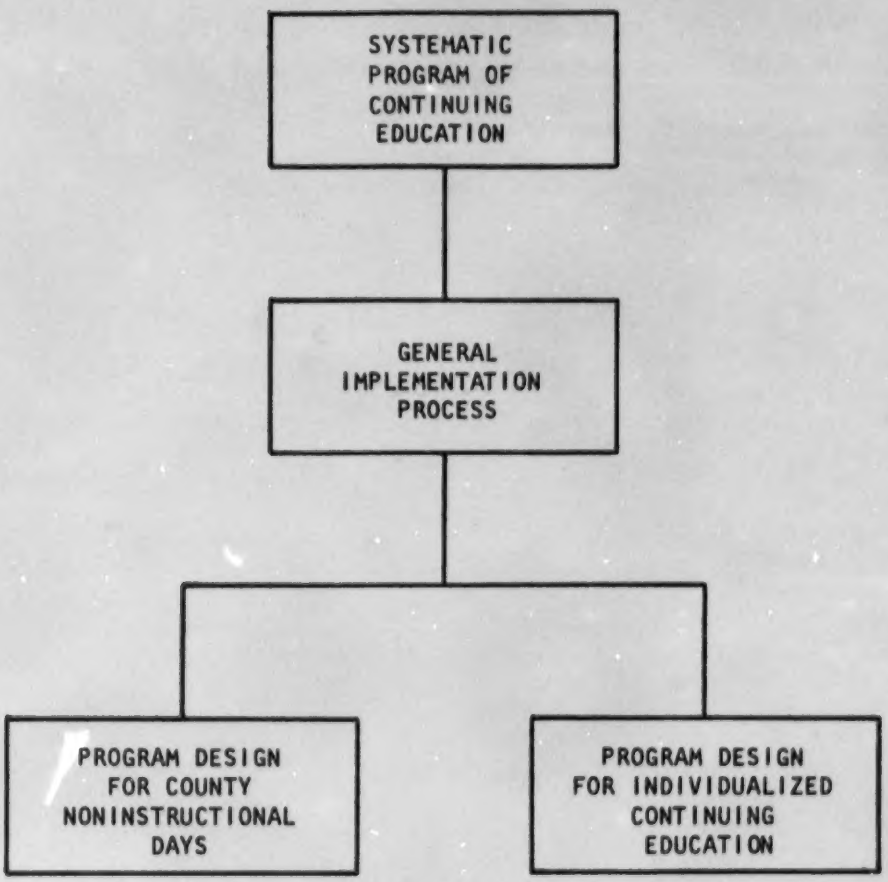
SYSTEMATIC PROGRAM OF CONTINUING EDUCATION
GENERAL IMPLEMENTATION PROCESS
PROGRAM DESIGN FOR COUNTY NONINSTRUCTIONAL DAYS
PROGRAM DESIGN FOR INDIVIDUALIZED CONTINUING EDUCATION

Figure 1

BASIC ELEMENTS OF THE PROGRAMMATIC MODEL WITHIN THE SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL

locally assessed, job related concerns. Specifically, this statewide program provides county school systems with a means for designing, implementing, and evaluating on existing noninstructional days inservice education activities based directly on the assessed needs of pupils, teachers, administrators, and support personnel.

Additionally, the West Virginia Department of Education is preparing a program component which provides a continuing education alternative to undergraduate and graduate credit, conducted beyond the school hours for county professional personnel to improve on-the-job performance and to achieve certification renewal and advanced salary classification. Tasks relating to this proposed component will be completed and submitted to the West Virginia Board of Education for approval prior to a recommendation by the West Virginia Department of Education for program implementation.

In the meantime, other functions for county school systems include provisions for professional personnel to design individualized[1] continuing education programs, opportunities for full cooperation between and among agencies which deliver continuing education programs, and a system for program quality control which involves teachers, administrators, and support personnel in program evaluation.

Role of Training Organizations/Agencies

The continuing education program provides additional opportunities for institutions of higher education to continue and to expand their

[1] Individualized in this context means that a state and local needs assessment program is used to identify local continuing education objectives. Professional personnel, then, are able to choose individual or group-based continuing education activities to achieve these objectives and satisfy their individual needs.

role in preparing and updating the competencies needed by professional personnel through the development of new training techniques and means for delivering them to meet local needs. In this way, the program creates new opportunities for prospective trainers such as undergraduate colleges, teacher centers, regional education service agencies, independent consultants, state education agency staff, and county professional personnel to provide training services to local education agencies.

The role of all training agencies or organizations in this program becomes one of developing activities and experiences specifically to meet the needs and program objectives of public school personnel who are continuing their professional development. Therefore, the programmatic model encourages providers of continuing education activities to keep aware of and prepare programs based upon the needs of pupils and professional personnel at the local level. Thus, the program attempts to reduce the present time lag involved in having county renewal needs addressed through existing continuing education alternatives.

Duplication of effort by agencies and organizations involved in continuing education should be reduced through the match of training expertise with local needs and objectives. There will be no need for every training organization or agency to develop and staff the same continuing education programs since needs will more than likely vary across the counties of the State. At the same time, there is the possibility of new types of collaborative arrangements by prospective trainers in cases where similar needs are identified in a variety of local education sites.

Role of West Virginia Department of Education

The continuing education program enhances the role of the West Virginia Department of Education in stimulating and assisting educational communities in establishing and maintaining a learning system which encourages and supports continuous renewal of professional personnel to help pupils attain the educational goals of the State. The program is aimed specifically at providing West Virginia with a new and coordinated alternative for continuing education. The program is systematic since it is based on formal needs assessment data and program objectives which are keyed to local and state priorities. As such, the program provides for the establishment of a statewide information base and program approval process related to individual and program competencies achieved by professional personnel. Under these provisions, programs in operation shall facilitate meaningful assessment and evaluation at both the state and local levels.

The program is unique in that it evolves from the identified learning needs of pupils and from the identified job related needs of teachers, administrators, and other professional personnel within the school. The programmatic model encourages both individual and cooperative endeavors in the planning and delivering of programs to meet these needs. Finally, the program provides a vehicle and opportunity for all classroom pupils and professional personnel to meet their identified needs and to achieve the Educational Goals for West Virginia.

DEFINITION OF CONTINUING EDUCATION

Three definitions are needed to describe and distinguish continuing education from other terminology often used to characterize the professional development of public school personnel in West Virginia. Therefore, the following definitions and the comprehensive network for professional development illustrated in Figure 2 are provided to clarify the major components and programmatic alternatives related to the professional development of public school personnel in West Virginia.

Professional Development

Professional development is the comprehensive network of programs and procedures for developing and verifying competence of public school personnel on a continuum beginning with entry into an approved teacher education program and terminating with retirement. The two major components of professional development are teacher education and continuing education.

Teacher Education

Teacher education is the component of the comprehensive network for professional development in West Virginia which provides for the initial development and/or verification of competencies by individuals necessary for professional or vocational certification and employment in a specified educational assignment in the public schools of the State. These assignments are related to the professional teaching, administrative, and service certificates and the vocational certificate. The responsibility for developing and verifying these competencies in an approved program rests with an institution of higher education. The responsibility for verifying

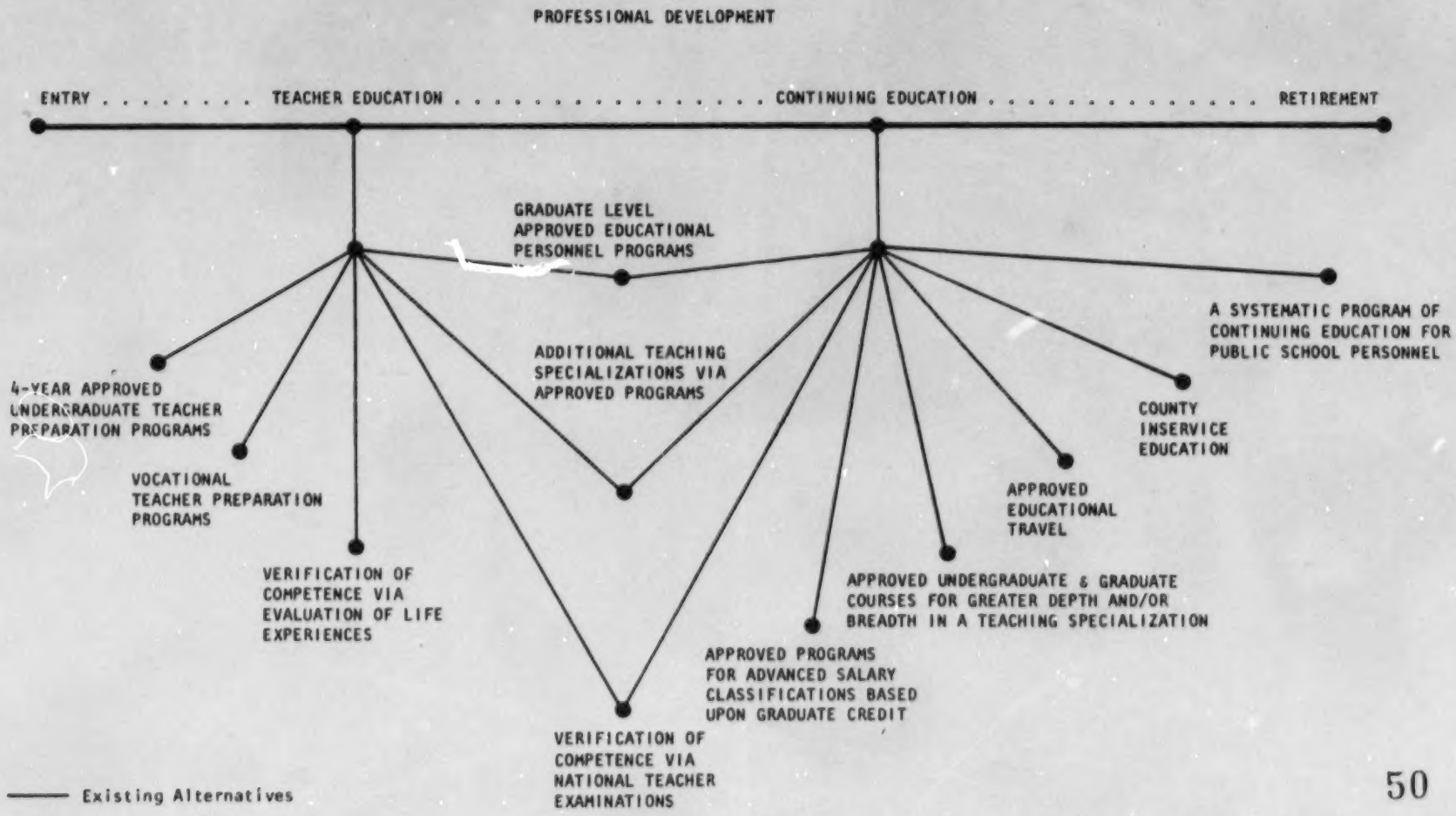
PROFESSIONAL DEVELOPMENT
ENTRY . . . . . TEACHER EDUCATION . . . . . CONTINUING EDUCATION . . . . . RETIREMENT
GRADUATE LEVEL APPROVED EDUCATIONAL PERSONNEL PROGRAMS
4-YEAR APPROVED UNDERGRADUATE TEACHER PREPARATION PROGRAMS
VOCATIONAL TEACHER PREPARATION PROGRAMS
VERIFICATION OF COMPETENCE VIA EVALUATION OF LIFE EXPERIENCES
ADDITIONAL TEACHING SPECIALIZATIONS VIA APPROVED PROGRAMS
VERIFICATION OF COMPETENCE VIA NATIONAL TEACHER EXAMINATIONS
APPROVED PROGRAMS FOR ADVANCED SALARY CLASSIFICATIONS BASED UPON GRADUATE CREDIT
APPROVED UNDERGRADUATE & GRADUATE COURSES FOR GREATER DEPTH AND/OR BREADTH IN A TEACHING SPECIALIZATION
APPROVED EDUCATIONAL TRAVEL
COUNTY INSERVICE EDUCATION
A SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL
Existing Alternatives
Additional Alternative

Figure 2

COMPREHENSIVE NETWORK FOR PROFESSIONAL DEVELOPMENT IN WEST VIRGINIA

competencies apart from approved teacher education programs through procedures approved by the West Virginia Board of Education rests with the West Virginia Department of Education. The public schools, educational organizations and agencies, professional associations, the West Virginia Department of Education, and the citizenry are also responsible for sharing in the overall development and verification processes. Figure 2 illustrates the initial development and verification of competency alternatives for the teacher education component.

Continuing Education

Continuing education is the component of the comprehensive network for professional development in West Virginia which complements and extends the teacher education component by providing alternatives for fulfilling the professional and personal growth of public school personnel. These alternatives represent the means available to professional personnel to develop and expand individualized and job related competencies and to prepare for new educational roles and job assignments after initial professional or vocational certification. The primary responsibility for identifying, developing, and verifying competencies in the continuing education alternatives is specified within each of the program guidelines. Generally, the responsibility is shared by individual professional personnel, local education agencies, institutions of higher education, the West Virginia Department of Education, professional organizations and agencies, and the citizenry. Figure 2 illustrates the development and verification of competency alternatives for the continuing education component.

The alternative outlined in A Systematic Program of Continuing Education for Public School Personnel in West Virginia is one of several for providing continuing education in the State. The program is subdivided into a program component conducted during existing county school system noninstructional days and proposed plans for a program component conducted beyond the school hours of the 200 day professional contract. The general intent of both program components is to improve on-the-job performance of professional personnel and pupils' classroom learning. They are not programs to prepare professional personnel for new educational roles. Figure 3 details this program alternative for the continuing education of professional personnel and its relationship to county inservice education. The specific intent of each of these program components is identified and clarified in the following parts of this document.

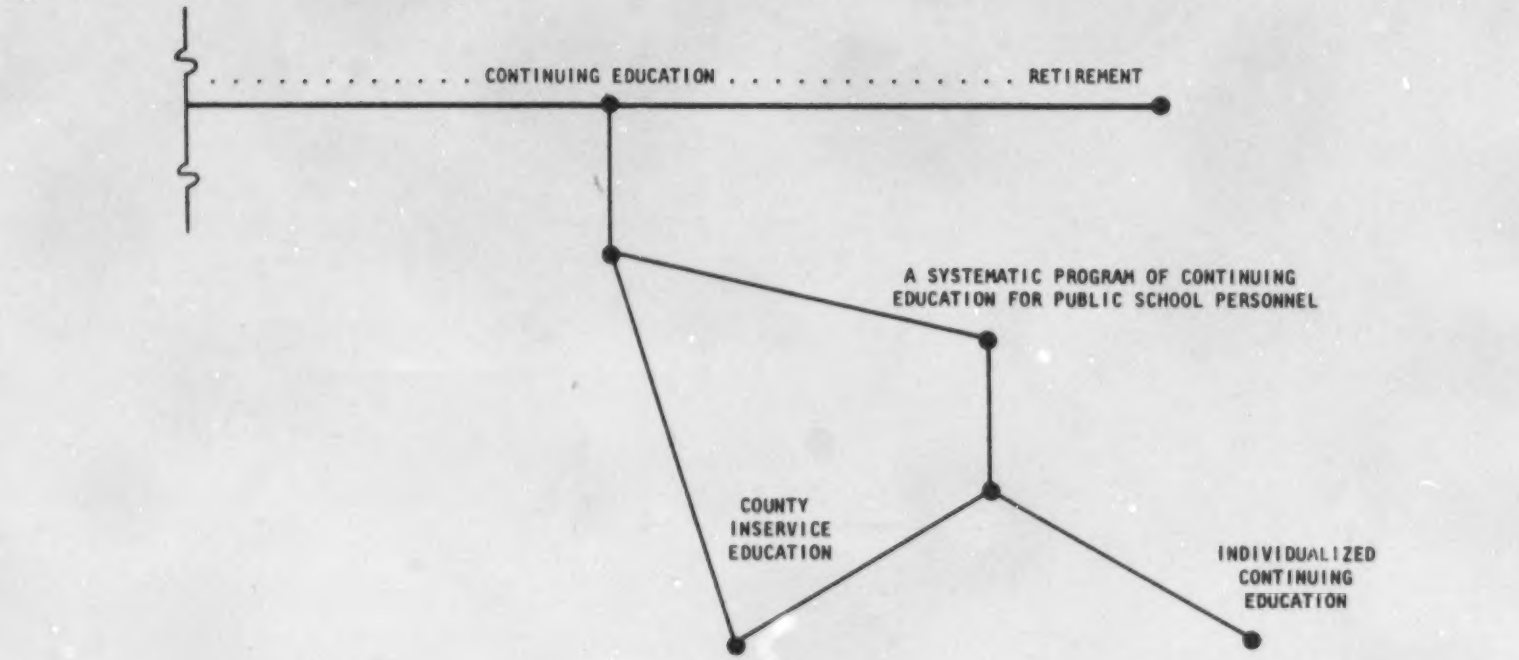
CONTINUING EDUCATION
RETIREMENT
A SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL
COUNTY INSERVICE EDUCATION
INDIVIDUALIZED CONTINUING EDUCATION
THREE OR MORE NONINSTRUCTIONAL DAYS OF THE SCHOOL CONTRACT CALENDAR LEADING TO IMPROVED INSERVICE EDUCATION
JOB RELATED TRAINING OFFERED BEYOND THE SCHOOL HOURS OF THE 200 DAY PROFESSIONAL CONTRACT AND LEADING TO CERTIFICATE RENEWAL AND SALARY CLASSIFICATIONS (TASKS RELATED TO THIS PROGRAM COMPONENT WILL BE COMPLETED AND SUBMITTED TO THE WEST VIRGINIA BOARD OF EDUCATION FOR APPROVAL PRIOR TO A RECOMMENDATION BY THE WEST VIRGINIA DEPARTMENT OF EDUCATION FOR PROGRAM IMPLEMENTATION.)
Existing Alternatives
Additional Alternative

Figure 3

RELATIONSHIP OF A SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL TO COUNTY INSERVICE EDUCATION

PART I

GENERAL IMPLEMENTATION PROCESS

	RESPONSIBLE AGENCY
I. ORGANIZATION AND ADMINISTRATION	
1. Each county board of education shall provide a statement of commitment to the West Virginia program for continuing education outlined herein.	County Supt. & County Board
2. The county superintendent at the direction of the county board of education shall administer the continuing education program within the county.	
3. The superintendent within each county, with the approval of the county board of education, shall appoint or designate a coordinator of continuing education.	
4. Within each county representation of the various continuing education agencies and the major participant groups shall be achieved through a council to be referred to as the Continuing Education Council. Representatives shall be nominated by their peers and appointed as follows:	
(a) Teacher and principal representatives shall be nominated by their peers in an open nomination and secret ballot election conducted by the coordinator of continuing education.	County Coordinator
(b) The higher education representative shall be nominated by the county superintendent in cooperation with the colleges serving the county.	County Supt. & IHE's
(c) Persons filling vacancies on the Continuing Education Council shall be nominated by the county superintendent and approved by the county board of education.	County Supt. & County Board
5. The list of nominees to the Continuing Education Council shall be approved by the county superintendent and the county board of education.	
6. The county Continuing Education Council shall be composed of at least the following:	
1 county coordinator of continuing education (nonvoting) 1 county administrator	

		RESPONSIBLE AGENCY
	1 elementary principal 1 middle school or junior high principal 1 secondary principal 3 elementary teachers 2 middle school or junior high teachers 2 secondary teachers 1 representative of higher education 13 total (12 voting)	
	Appointments to the Continuing Education Council shall be made on a staggered three-year sequence. Initially one-third of the members shall be approved for one year, one-third for two years, and one-third for three years. After the first year all members shall be approved for three years.	
7.	The Continuing Education Council may appoint additional nonvoting members.	CEC
8.	The county coordinator of continuing education shall serve as the nonvoting chairperson of the Continuing Education Council.	County Coordinator
9.	The county administrator shall be the county superintendent or his designee.	County Supt.
10.	The Continuing Education Council shall operate under the general supervision of the county superintendent.	
11.	Two or more counties may elect to cooperate in the continuing education program. The Continuing Education Council within each county, however, must remain the policy recommending body for programs within the county.	
12.	An institution of higher education, or other agency, wishing to cooperate in providing continuing education shall provide a statement of support to the board(s) of education and Continuing Education Council(s) in the area it serves.	IHE
13.	Any regional education service agency or teacher education center, at the direction of its Board of Directors, shall cooperate with the Continuing Education Council of each local education agency within its service region in providing continuing education.	RESA & TEC

	RESPONSIBLE AGENCY
14. Each county, subsequent to county board approval, shall submit to the West Virginia Department of Education its plan for implementing A Systematic Program of Continuing Education for Public School Personnel in West Virginia within the county. The plan shall include the statement of commitment; the composition of the Continuing Education Council, including the person designated as the county coordinator of continuing education; a model for conducting a countywide needs assessment of all professional personnel; with a commitment to the creation of a continuing education plan containing program components for the renewal of professional staff.	County Supt. & County Board
15. The Continuing Education Council shall have primary responsibility for programs within the county's continuing education plan; however, the Council shall serve an advisory function concerning programs within the county not included in the county continuing education plan, including general inservice programs and specially designed courses conducted by institutions of higher education.	CEC
16. The Division of Professional Development Systems shall conduct a statewide training program for the Continuing Education Council from each county prior to the date of submittal of a continuing education plan to the West Virginia Department of Education.	DPDS

II. NEEDS ASSESSMENT AND DISSEMINATION

1. The West Virginia Department of Education shall assist counties by preparing guidelines for conducting local needs assessment.	SEA
2. The local needs assessment guidelines shall be created by the Division of Professional Development Systems, drawing upon other divisions and bureaus as necessary and as endorsed by the West Virginia Advisory Council on Professional Development of Educational Personnel.	SEA & ACPD
3. Each county shall conduct a needs assessment of all professional personnel at least every three years.	LEA
4. The superintendent of each county and the coordinator of continuing education shall receive from the Division of Professional Development Systems a list of needs derived from statewide assessment of pupil achievement, professional personnel, and other sources.	DPDS

	RESPONSIBLE AGENCY
5. The county coordinator of continuing education, under the supervision of the county superintendent, shall prepare a summary of needs from local and state assessments and submit them to the Continuing Education Council.	LEA
6. The Continuing Education Council shall prioritize the assessed needs.	CEC
7. The Continuing Education Council shall identify program objectives based on the assessed needs.	CEC
8. The program objectives shall be submitted to the county superintendent for approval.	County Supt.
9. The coordinator of continuing education within each county shall make program objectives available to prospective trainers of professional personnel.	County Coordinator

III. PROGRAM DESIGN AND COUNTY PLAN

1. The county plan, submitted to the West Virginia Board of Education for approval, shall consist of program components for the job related training required of all professional personnel.	LEA
2. The Division of Professional Development Systems shall define essential components for the training program proposals received by local Continuing Education Councils from prospective trainers.	DPDS
3. The county coordinator of continuing education shall supervise the creation of continuing education program objectives by the Continuing Education Council, as yielded through the local needs assessment within the county, and coordinate the implementation of the program by curriculum specialists and supervisors within the county office, administrators at the county and building levels, and consultants from various agencies which conduct continuing education activities.	County Coordinator
4. Each institution, agency or group of educational personnel, or individual, capable of delivering programs to meet one or more of the identified county program objectives, may submit proposals to the chairperson of the Continuing Education Council (county coordinator of continuing education).	LEA & All Agencies

		RESPONSIBLE AGENCY
5.	The Continuing Education Council through the county coordinator of continuing education shall receive from prospective trainers of professional personnel proposals directed at specific county program objective(s).	CEC & County Coordinator
6.	Standards for approving proposals received by the Continuing Education Council shall be established by the Division of Professional Development Systems and provided to each county and its Continuing Education Council.	DPDS
7.	The county coordinator of continuing education and the Continuing Education Council shall match proposals against identified program objectives.	County Coordinator
8.	If appropriate proposals are not received to meet the identified program objectives within the county and state, the county coordinator of continuing education shall actively solicit proposals from appropriate sources, and cooperate in the development and operation of the program(s).	County Coordinator
9.	The guidelines for the preparation of the county continuing education plan shall be developed and supervised by the West Virginia Department of Education.	SEA
10.	Each county shall prepare a proposed continuing education plan for a three-year period. The plan shall include a summary of the needs assessment, prioritized needs, and program objectives for the three-year period. Also included shall be approved training programs to meet the program objectives for the first year.	LEA
11.	The proposed plan prepared by the Continuing Education Council shall be approved by the county superintendent prior to submittal to the West Virginia Department of Education.	County Supt.
12.	Prior to the second and third years of the program, the county shall submit a status report containing a summary of the evaluation program for the previous year of operation and approved training programs to meet the objectives identified for the coming year.	LEA
13.	During the third year of operation each county shall conduct a comprehensive needs assessment to prepare the subsequent three-year continuing education plan for approval by the West Virginia Board of Education.	LEA

	RESPONSIBLE AGENCY
14. Once the county plan for the three-year period is prepared by the county and approved by the West Virginia Board of Education, counties may request a change in training programs as dictated by interim assessments and by changes in instructional policies within the county. Such changes in the direction of continuing education within a county are to be approved by the Division of Professional Development Systems after a written request, with supporting data, is received.	DPDS

IV. PROGRAM IMPLEMENTATION

1. The county coordinator of continuing education shall coordinate the delivery of continuing education activities as approved by the Continuing Education Council, the county board of education, and the West Virginia Board of Education.	County Coordinator
2. The county coordinator of continuing education shall disseminate information concerning program objectives, location and time, prerequisites, and other pertinent information about continuing education offerings to all professional personnel within the county.	County Coordinator
3. Each continuing education participant shall select activities for the coming year and seek attendance approval from his/her immediate supervisor.	Participant & Supervisor
4. The county coordinator of continuing education shall maintain records of enrollment, scheduling, and the competencies gained by participants in each approved continuing education activity conducted in the county.	County Coordinator

V. MONITORING

1. The Continuing Education Council shall supervise the total approved continuing education program to insure that activities are based on assessed needs and that the competencies included in the various program objectives are realized.	County Coordinator
2. The Division of Professional Development Systems shall establish a procedure for conducting periodic on-site review of the total ongoing program of continuing education within each county approved by the West Virginia Board of Education.	DPDS

	RESPONSIBLE AGENCY
3. The coordinator of continuing education within the Division of Professional Development Systems shall coordinate the on-site reviews of county continuing education programs.	DPDS

VI. EVALUATION

1. The Division of Professional Development Systems shall conduct an annual evaluation of the statewide continuing education program, directed primarily at the effectiveness of the needs assessment program, the extent to which approved programs meet identified needs, and the maintenance of quality control within the counties.	DPDS
2. The evaluation of approved continuing education programs within the county plan shall be the responsibility of the Continuing Education Council and the county superintendent and his staff. The results of the evaluation procedure shall be used for future program development.	CEC & County Supt.
3. Each continuing education program shall include both process and product evaluation components.	LEA
4. The county coordinator of continuing education shall communicate evaluation results to the Division of Professional Development Systems.	County Coordinator
5. The instructional staff for each approved continuing education program shall provide evaluative data to the county coordinator of continuing education which verify participants' achievement of competencies.	Instructional Staff
6. Each continuing education participant, in concert with his/her immediate supervisor, shall develop a personal continuing education plan and maintain self-assessment records to be used in planning his/her professional development.	Participant & Supervisor

PART II

PROGRAM DESIGN FOR COUNTY NONINSTRUCTIONAL DAYS

	RESPONSIBLE AGENCY
1. This section of the county plan shall consist of a program component for job related training mandatory of all professional personnel during three or more noninstructional days of the school contract calendar.	CEC LEA
2. Programs within this component shall be developed according to guidelines of the General Implementation Process.	CEC LEA
3. Approved program activities for this component shall satisfy county needs arising from the programmatic definitions, teaching specializations, grade levels, and job related assignments of the participants.	CEC LEA

PART III

PROGRAM DESIGN FOR INDIVIDUALIZED CONTINUING EDUCATION

	RESPONSIBLE AGENCY
Tasks related to this program component will be completed and submitted to the West Virginia Board of Education for approval prior to a recommendation by the West Virginia Department of Education for program implementation.	SEA

PROGRAM OUTCOMES

If the program as set forth in this document is implemented, the following outcomes will be realized in West Virginia:

1. Learning deficiencies of pupils in the classroom will be used to identify training objectives for public school professional personnel.
2. Teachers will be trained in instructional methods needed to meet the deficiencies of pupils.
3. Administrators, supervisors, and support personnel will be able to attain program goals.
4. Alternative and optional on-the-job training will be available at the local level.
5. Participation in approved training experiences at the local level can be rewarded.
6. Statewide and local planning information will be available on a cyclical basis to justify policy direction, program changes, and fiscal management.
7. Institutions of higher education will gain greater awareness of the needs and operating procedures of the public schools with whom they cooperate.
8. Public school professional personnel will have increased alternatives in satisfying job related training needs and the resulting changes in certificate renewal and salary classification.
9. The resources of the West Virginia Department of Education can be channeled more efficiently to meet programmatic needs.
10. The West Virginia Department of Education will have an ongoing process for monitoring programmatic and administrative responsibility relating to funding.
11. The approved program approach will simplify the certification process for teachers on-the-job.
12. There will be an increase in the participation of educational personnel in the decision-making process for professional renewal.
13. Current needs will be addressed and evaluated based on educational goals established at the local and state levels.